

ACKNOWLEDGMENT.—The new letter-forms in the type we are employing was purchased from Drs Vikroy of St. Louis and Larison of Ringos, N.J., and Mr Elias Longley of Cincinnati, about one fourth from each. The other fourth we have had cast at our own expense. Getting such type is both expensive and troublesome, as every one will no who has any idea of the minutiae of type founding—especially so when distant from a typefounder. When we have agreed to how many new shapes we should introduce and what they should be, being guided by definite and fixed principles, not caprice, it will be time enough to have cast full assortments in the various fonts. For that, a typefounder will have to be furnished.

INDIA.—The diversity of tongues in India, says a studious Anglo-Indian, "is so great that nothing exceeds it except the much greater diversity of alphabets in the same country." Indeed, tho the natives of various parts of India can understand those of various other parts when addressed by word of mouth, they can hold no communication with them in writing. We are glad that the Maharaja of Travancore, who is none the world over as an enlightened prince, has taken the initiative in doing away with this real inconvenience. The Indian Phonetic Society, established under the auspices of His Highness, works for the application of Roman letters to the Indian Vernaculars, so as to form a convenient alphabet for the symbolization of the dialects of India.—*Doveton Fortnightly (Calcutta.)*

WELSH.—Children are taught to read Welsh within the first two or three years of their attendance at Sunday-School, occupying about an hour of direct teaching per week. Why? Because Welsh spelling, with slight exceptions, corresponds with the sound. Learning to read Welsh simply means learning the alphabet, every letter, with one exception, having its one sound. Combining letters into syllables, and these into words and sentences, is a matter of practice.—*E. Jones in Cristian World.*

WHY have we two *p*'s in *sloppy* and yet only one in *copy*? Why have we a *b* in *dumb* and none in *dummy*?

yea. In *enough* 6 letters represent 4 sounds indicated by e n u f. So there are in *though* 6 letters for 2 sounds, th o; in *rough* 5 for 3 sounds, ruf; in *fought* 6 for 3 f o t; in *yacht* 5 for 3 y o t.

THE STAGES OF REFORM, some critics say, are the three following:

1. It is ignored.
2. It is opposed.
3. It is adopted.

sc In *scant*, *scion*, the *c* has no business whatever—see Trench. *Scant* is from the Latin *sentio*, i. e., 'sens' of smell.

NEW MINIMUM.—The following rules are proposed as a new minimum:

- A. OMIT every useless letter.
B. CHANGE $\left\{ \begin{array}{l} d, ph, gh \\ \text{if so-ounded} \end{array} \right\}$ to *t, f, f.*

They are further illustrated in this number. The maximum of departure from present spelling is having a separate letter for every vowel. Beyond that all is theory. Between these minimum and maximum limits, many points present for such a solution as shall be generally approved.

[*Maximum.*]

JUST SO.—MR D. KIMBALL writes to the Journal of American Orthoepi: "The main object in the formation of a phonetic alphabet should be to get as plain simple and distinctive a letter as can be devised for each characteristic spoken sound, without going into the niceties of inflection or trying to provide for all the possible shades of sound, and at the same time keeping the letters as near their present forms as may be practicable."

KEY: a a e e i i o o u u u
as in art at ab all ee it l or ox no up put do

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